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ABSTRACT

A project was conducted in Broward County, Florida, to help students ranging in age from 14 to 25 to become more openminded in regard to career options for women and to encourage them to participate in nontraditional vocational programs. Because of their generally accepted openmindedness, students in middle schools received additional emphasis. The plan attempted to inform and educate students, teachers, administrators, parents, and the public on the adverse effects of sex stereotyping, as well as the advantages of nontraditional careers through vocational education. The marketing plan included brochures, video presentations, speakers, films, posters, and personal contact. Another aspect of this project consisted of meetings with guidance representatives from 19 county middle and high schools to obtain their support in reducing disproportionate enrollments in vocational programs at both high school and postsecondary levels. During school presentations, 1,953 students were given a pretest and a posttest on their attitudes regarding sex equity. Tests, videos, brochures, and guest speakers were used to inform students of the advantages and potential in nontraditional careers. The posttest revealed that middle school students are more likely to change their attitudes than are high school students. The overall results were most encouraging in that only a very small percentage of those tested retained stereotypical thinking and sex biases after the presentation. The project found that instructional materials can be a major factor in promoting sex equity. Recommendations were made for instruction that stresses elimination of sex biases for all students and training for all school personnel in sex equity issues. (Appendices comprising about half the document include brochures, pretest, posttest, advisory committee materials, and enrollment data.) (KC)

ED285996

FINAL REPORT

PROJECT NUMBER DVE 060-15170-7-3D04

FROM JULY 1, 1986 TO JUNE 30, 1987

A PROJECT TO INCREASE THE AWARENESS AND POTENTIAL OF NONTRADITIONAL CAREERS AND TO ELIMINATE DISPROPORTIONATE ENROLLMENT IN VOCATIONAL EDUCATION PROGRAMS THROUGHOUT THE SYSTEM

Sex Equity Program
The School Board of Broward County, Florida
Vocational, Technical, and Adult Education
701 South Andrews Avenue
Fort Lauderdale, Florida 33316

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Sex Equity Specialist

CE 048 271

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ABSTRACT

America is changing. Society, the economy, the work force--are all undergoing radical changes. These changes are having a dramatic impact on the occupational choices of both men and women in all walks of life. Nontraditional careers may be a new idea to many of us, but is "doing a man's work" really so unusual? Not all individuals are suited to nontraditional work, but it is important for everyone to know about nontraditional jobs before discounting them. With this in mind, this project was designed and implemented to meet the special needs of, and to encourage the participaton in nontraditional programs of students in middle school, high school students, and adults up to twenty-five (25) years of age.

This plan proposes to inform and educate students, teachers, administrators, parents, and the public on the adverse effects of sex stereotyping, as well as the advantages of nontraditional careers through vocational education. The marketing plan included brochures, video presentations, speakers, films, posters, and personal contact.

Another aspect of this project was to meet with guidance representatives from all county middle and high schools with regard to obtaining their support in reducing disproportionate enrollments in vocational programs at both high school and post-secondary levels.

During school presentations students were given a pre-test and a post-test on their personal attitudes regarding sex equity. Tests, videos, brochures and guest speakers were used to inform students of the advantages and potential in nontraditional careers. The post-test revealed that middle school students are more likely to change their attitudes than are high school students. The overall results were most encouraging in that only a very small percentage of those tested retained stereotypical thinking and sexual biases after the presentation.

Substantial evidence has been presented that instructional materials can be a major factor in achieving sex equity. Sex-affirmative materials that frequently show females and males in non-stereotyped roles can have positive effects, particularly for younger children. In order to achieve the goal of total and complete sex equity, instruction which stresses elimination of sex bias and stereotyped thinking must be included in all educational programs. It is further recommended that all school personnel receive training in nontraditional/sex equity issues.

INTRODUCTION

In recent years, patterns of participation in the labor force have been changing. These trends reflect changes in our culture as a whole. Traditional assumptions about the roles of men and women are gradually shifting. Men may now enjoy opportunities to develop the nurturing and caring sides of their personalities in jobs such as child care workers, nurses, social workers, and elementary school teachers, while women are increasing their participation in management and the skilled trades--occupations traditionally thought to be for men only.

Traditional cultural stereotypes about sex roles have limited both men and women. Women have been employed in low paying jobs because unlike men they are not thought of as being the sole support of a family. Yet the number of single, divorced, or widowed women is climbing at a rate indicating that four out of every 10 girls now in school will be the sole support of their families.

The stereotype of men as providers has had similar, negative effects. The hard working, competitive male has a life expectancy only 90% of that for a female. He is more likely to suffer from heart disease, ulcers, mental illness, or alcoholism. The pressure to perform well may result in either physical disease or psychological difficulty or both.

The net effect of these sex stereotypes has been to deny both men and women the oppportunity to pursue a career that is both emotionally and financially rewarding. Stereotypical thinking, on the part of society as a whole, still prevents many from actively seeking a career that really is appealing because of the stigmas placed upon nontraditional careers.

One of the primary responsibilities of education is to prepare students for their future. To fulfill this responsibility, teachers need to provide students with a realistic view of the world and an appreciation for the freedom of choice that is rightfully theirs. In addition to a basic education, many of the jobs in our society now require vocational or technical training. By the middle of the next decade, 85 percent of all available jobs will not require a college degree, but will require some kind of vocational training.

Broward County's vocational programs are designed to meet the needs of everyone seeking skill development, but these programs have had limited success drawing students into nontraditional areas. Lack of success may, in part, be due to biases and prejudices passed along from parents to children, and to unfavorable publicity generated by individuals with inordinately strong stereotypical thinking.

This project, therefore, was designed to meet the special needs of all students ranging in age from 14 to 25. Because of their generally accepted openmindedness, additional emphasis was placed on those in middle schools.

Since the beginning of the school year, primary effort has been made to inform the target population about sex biases and nontraditional careers through an extensive marketing plan. The plan includes video cassettes, films, brochures, posters, public service announcements, guest speakers, and direct meetings with students. Between November 1986 and June 1987, 19 schools were visited and presentations made to 1,953 students. Of this number, only 37 students retained any biased feelings toward sex equity after the presentation.

Additional attention was given to the sex equity specialist appearing at career day assemblies, meeting with school-based guidance personnel, meeting with parental advisory groups, establishing a sex equity advisory group, and coordinating effort and activities with community-based agencies with regard to sex equity.

Emphasis was also placed on an effort to reduce disproportionate enrollments in vocational classes and was handled as part of the regular marketing plan.

Nontraditional work has many rewards. For most, it is increased income, while for others it may be greater opportunity for advancement, better working conditions, more fringe benefits or simply just more job satisfaction. The opportunities in nontraditional careers are enormous. It is our job to inform society of these opportunities and to break down any sex biases or stereotyped thinking that will prevent anyone from seeking a nontraditional career.

METHODS

In order to achieve maximum results for the sex equity project, a program utilizing several media approaches was employed. Initially, contact was made with all middle school, high school, and vocational-technical center guidance directors. During this initial meeting, the goals and objectives of the program were discussed and materials (Appendices A and B) were distributed along with posters developed by the State Equity Consortium. Guidance directors were informed that the sex equity specialist would be available to help in any matter regarding sex equity or nontraditional careers.

Once initial contacts were completed the sex equity specialist conducted all day presentations at 12 middle schools and 7 high schools. These presentations consisted of video cassettes, films, and lecture. Brochures were also distributed to all students. Prior to each discussion a pre-test (Appendix C) regarding the individuals attitude toward sex equity was given. After the discussion and viewing of video cassettes a post-test (Appendix D) was given. In all, a total of 1,953 students were tested.

The results of the pre-test indicated that of the 1,953 students tested, 82 had definite biases regarding sex equity and nontraditional careers. After the pre-test video cassettes and films were shown and a group discussion was held. The post-test indicated that only 37 retained any bias. The overall results were, that of 1,953 students tested, 1.17% had difficulty accepting the feasability of nontraditional careers.

The sex equity specialist served on an ad hoc committee which developed and presented a workshop on sex equity. This workshop served approximately 100 counselors and teachers. The discussions centered on the problems confronting sex equality and how to resolve these problems through counseling and classroom management and techniques. The workshop was very well received and more will be held in the future (Appendix E).

A Sex Equity Advisory Board was established and four meetings were held during the year. A mission statement was adopted and future plans include a meeting of this board plus all other agencies or organizations in the county that have active sex equity programs. The board is made up of ten members and representatives are from county government, law, business and industry. Committee members are listed in Appendix F and samples of agenda and minutes are included in Appendices G and H.

Information and literature was dispensed at both high school and middle school career days. Because of limited visibility and unawareness on the part of students, this mode of communication appears to be the least desirable.

Contact was made with a number of community-based organizations. Coordination of efforts between the sex equity specialist and agencies promoting nontraditional as well as vocational education was initiated. A number of presentations were made to individuals involved in the Broward Employment and Training Authority, which is part of the Private Industry Council.

A previously developed slide show--B.O.Y.S. (Breaking Out of Your Stereotypes), was transferred to videotape and was shown at all school presentations. It proved to be very effective in informing students of the great potential in vocational and nontraditional careers.

A speakers' list was formulated and will be expanded through continued mailings and personal visits to companies in order to recruit speakers who will aid in the promotion of interest in nontraditional careers. Individuals from business and industry are very influential with the targeted group and because of their success are highly respected by all students.

Special attention was given to the Seminole Indian Tribe in Broward County. Several visits were made and discussions were held with Indian officials. Guest speakers will be incorporated into future presentations at the reservation. A great deal of interest in nontraditional careers exists, but funding for living expenses makes enrollment in a vocational program difficult at the present time.

Information on nontraditional student enrollment in vocational programs at the middle, secondary, and post-secondary levels (Appendix I) was collected and synthesized to form a data base to determine future enrollment patterns. This data will also be used to formulate a plan of action which will help solve the problem of disproportionate enrollment.

Several tours of the vocational-technical centers were arranged for high school students interested in both vocational and nontraditional careers. The tours were conducted by guidance department personnel from the centers.

Contact was made with many of the apprentice programs in the area with regard to developing a resource pool for the placement of individuals completing vocational programs.

RESULTS AND FINDINGS

In order to effectively evaluate any project the results must be objectively and subjectively analyzed and measured against the goals and objectives of the program.

A wide variety of strategies are used to compact and summarize any analytical observation. Keeping all of the above in mind, the following is submitted with the understanding that results have been equated only to goals and objectives, and not to the outcome of any previous year.

As previously mentioned, 19 schools were given full six period presentations on the benefits of nontraditional careers. Nineteen hundred and fifty-three students were given both a pre-test and a post-test regarding their feelings on sex equity. The purpose of the tests were not only to evaluate the effectiveness of the presentation, but to gain some insight into the overall feeling of students with regard to sex equity.

The 1,953 students that were tested consisted of 1,024 boys and 929 girls. The pre-test results showed that 1,871 students had no problem with sex equity while 82 did. After the presentation, the post-test showed that 1,930 students had no problems. This represented a gain of 59 students. Overall only 37 students had a problem accepting the reality of sex equity in the workplace.

At school offered "Career Days" approximately 900 to 1,000 students were given literature regarding nontraditional careers. There was no opportunity for follow-up, so a degree of effectiveness could not be determined.

The Sex Equity Workshop held in conjunction with the "Commission on the Status of Women" had close to 100 participants and all were high in their praise as of the success of the program. It is hoped that in the future more effort will be made to increase the number of participants to at least two (2) representatives from each school.

With two or three exceptions, all guidance personnel in the county were quite helpful and supportive in promoting the sex equity program to both students and staff. All student presentations were arranged through the school guidance departments, and without their help, programs would not have been possible.

An analysis of enrollments in vocational programs indicated disproportionate patterns still exist in most programs. Exceptions existed in the business areas, agricultural occupations, and commercial art.

The advisory committee appears ready to make some significant recommendations. One of its major goals is to sponsor a workshop which will bring together all community-based organizations having sex equity activities. From that point it is hoped that a consolidation and coordination of effort can be established which will make for more efficient and productive endeavors.

The use of guest speakers was somewhat limited. Greater use of the speakers' list will be a high priority in the future. When a guest speaker was used the results were most rewarding. Everyone appreciates hearing about available jobs and salaries from the employer rather than someone on the outside.

Several public service announcement tapes were ordered, but arrived too late to be put into service. A schedule for usage has been prepared and top priority will be given to the airing of these messages for the 1987-1988 school year.

The implementation of a mini-course which was proposed to begin this year proved to be impractical. The time required was in excess of that offered by classroom teachers. Unless there are specific recommendations from the administration it is suggested that the mini-course concept be cancelled and/or eliminated as a viable means of disseminating information.

Throughout the state the personnel involved in sex equity 2A-7 projects seem to be taking a number of different approaches to achieving the one universal goal of increasing the number of employees in nontraditional careers. Other project directors work on a one-on-one basis, and stress job development; while others stress placing individuals in training programs. From the outset, it was the intent of this project to achieve a very high degree of visibility, and to reach as many individuals as possible through a whole class presentation. The major goal was to inform as many students as possible of the potential in a nontraditional career. No real attempt was made this year to develop any one-on-one relationships or to develop jobs or to place individuals in jobs, however, this strategy will be pursued in the future.

Presentations in the schools were quite successful in that they made students aware of the advantages offered by nontraditional careers. This awareness must be reinforced at all scholastic levels if we are to achieve 100% success.

CONCLUSIONS AND RECOMMENDATIONS

Very little is known, or has been developed, to promote sex equity for a specific population. Strategies targeted at specific ethnic, racial, religious, or age groups are somewhat rare. Most effort has been specifically directed toward women. In order to be as effective as we can possibly be, we need to learn if different sex equity activities are more effective when used with females or males, with different populations of women and men, or at different age levels and what types of policies, practices, products and programs are most effective in promoting sex equity. We must also learn how institutional strategies for increasing sex equity can be better articulated with other equity efforts.

Work toward achieving sex equity improves the general practice of education, and is congruent with some of the recent findings about how to create effective, high quality educational experiences.

Toward this end, this project should be expanded so that greater coverage for specific populations can be achieved. School presentations should be increased so that all high school and middle school students are exposed to sex equity principles and practices.

"Career Day" participation is of questionable value. Most students in attendance are either looking for jobs or are college bound. Orientation programs must be initiated before students reach the twelfth grade.

Workshops for counselors and teachers is a very viable and valuable part of the "marketing plan". Most counselors are aware of sex equity and believe in its concepts, but are not well informed about the proper application of these concepts. To change the pattern of men's jobs and women's jobs one needs more than the desire to do it. One needs to know how to do it. Workshops can provide counselors with the mechanics needed to effectively promote sex equity.

By realistic standards the sex equity project has been successful. The primary goal was to achieve a high degree of visibility and to inform as many students as possible about the benefits of nontraditional careers. Because no statistics exist which would indicate exactly how many individuals were directly influenced by the program it would be impossible to assign any type of evaluative score on the project. Other strategies will have to be developed and implemented, and the results measured in a more objective manner. However, the project organization for this year, stressing high visibility and contact, was accomplished. Individuals who were never reached before can now react to sex equity issues and nontraditional careers with some knowledge.

APPENDIX

- *Better pay*
- *Advancement Opportunities*
- *Greater Self-Satisfaction*

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MEETING THE CHALLENGES OF THE FUTURE

ISN'T IT ABOUT TIME
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- **Nontraditional careers are careers such as Nursing and Cosmetology for men, or Plumbing and Drafting for women, that have traditionally been dominated by the opposite sex.**
- **Nontraditional careers often afford the opportunity for better pay.**
- **Nontraditional careers, especially those in the apprenticeship trades, usually have established steps for advancement.**
- **The greater the range of experience a job offers and the more options it makes available, the greater the chances for self-satisfaction.**
- **About 50 million women, 43% of the U.S. labor force, were employed in 1984. Approximately half of the women were in job categories that are at least 80% female dominated and low paying.**

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BREAK

TRADITION

EXPLORE ALL YOUR POSSIBILITIES

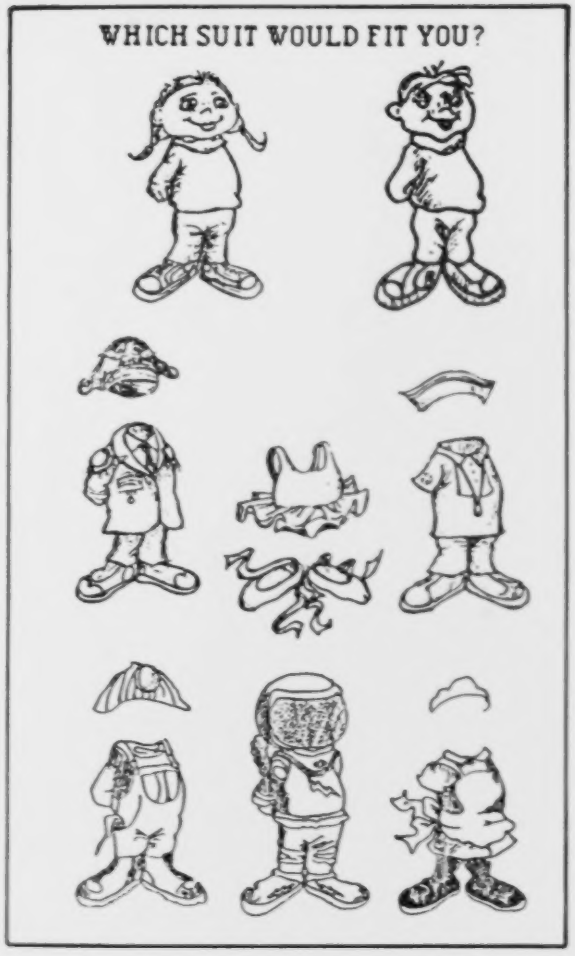
How much do you really know about your interests and abilities? Have you considered that stereotypes about jobs that are either "masculine" or "feminine" might be influencing your career outlook ? Don't assume just because you are a female or a male that certain occupations are not for you. Discovering your own individuality is a matter of trying a number of different things and finding out what is best for you.

A NONTRADITIONAL CAREER OPPORTUNITY AWAITS YOU. SEE WHAT IT HAS TO OFFER.....!

MORE CHOICE, MORE CHALLENGE AND MORE MONEY

1. MORE CHOICE

Traditionally, most women have limited their work choices to either clerical or service jobs, and most men rule out health-related and cosmetology occupations. But why limit yourself? Broward county is one of the fastest growing areas in the country for business, health professions and industry. These companies need employees to fill a wide variety of jobs-computer programmers and technicians, drafters, welders, nurses, lab technicians and many more. These are called nontraditional careers.



2. MORE CHALLENGE

Did you know that 9 out of 10 women will work outside the home for a major part of their lives.? This fact will make it necessary for men to become involved in household maintenance and child care. A nontraditional career offers opportunities that are challenging, rewarding and provide job advancement possibilities. The key to these careers is vocational and technical training.

3. MORE MONEY

Most people need to work to support themselves, their children or to add to the family's income. Now women have economic responsibilities too! Often in the past, women have automatically chosen jobs in overcrowded, low-paying fields. Today things are beginning to change. Women who are chosing to work in trade, industrial and technical fields find that their new skills bring them higher salaries and good fringe benefits. Men choosing nontraditional occupations find good salaries, flexibility of hours and advancement opportunities.

Nontraditional Career Opportunities are available through Vocational Education. We want to help you make some important decisions about your future. We can evaluate your work aptitudes, let you explore your interests, give you some job information and show you where you can learn the skills for these new careers. Maybe an NTCO is what you have been looking for.

It's My Choice, Isn't It?

What do you feel it means to be *male or female?* Check off everything on the list that you feel applies to you. Add any other things that you feel boys only should do or girls only should do.

Boys Only:	**Girls Only:**
Because I am a boy, I should not	Because I am a girl, I should not
_____ cook	_____ wear curlers in front of a boy
_____ knit	_____ dress like a man in a play.
_____ wash dishes	_____ climb a tree
_____ help my mother around the house	_____ wear a tie
_____ wear a dress in a play	_____ play baseball
_____ cry	_____ beat a boy at a sport or game
_____ hit a girl	_____ try to join a boys club or team
_____ kiss my father	_____ hit a boy
_____ wear beads or jewelry	_____ kiss my mother
_____ babysit	_____ get in a fist fight
_____ back out of a fight	_____ get a crew cut
_____ carry a purse	_____ build a birdhouse
_____ ask a girl to pay for her own way on a date	_____ hold the door for a boy
_____ like a girl on the honor roll	_____ pay for my ticket on a date
_____ _____	_____ _____
_____ _____	_____ _____
_____ _____	_____ _____

— Adapted from Laure Olsen Johnson's "Student Workbook," *Nonsexist Curricular Materials for Elementary Schools*, Feminist Press, Old Westbury, N.Y., 1974

APPENDIX D
POST-TEST

OPINIONNAIRE

BOY ____ GIRL ____ AGE ____ GRADE ____

		Agree	Disagree
1.	Women work because they want to.	_____	_____
2.	There are jobs that women should not do.	_____	_____
3.	Only girls can baby sit.	_____	_____
4.	Most women could do physical labor.	_____	_____
5.	Men work because they want to.	_____	_____
6.	There are jobs that men should not do.	_____	_____
7.	Only boys can ride motorcycles.	_____	_____
8.	It is alright for a boy to cry.	_____	_____
9.	Women should raise the children.	_____	_____
10.	Men should support the family.	_____	_____
11.	Women can live a full and happy life without marrying.	_____	_____
12.	Boys are better leaders than girls.	_____	_____
13.	Women should get equal pay with men for doing the same job.	_____	_____
14.	Boys should always protect girls from harm.	_____	_____
15.	Boys should be able to show their feelings.	_____	_____
16.	Boys are better athletes than girls.	_____	_____
17.	Girls are smarter than boys.	_____	_____
18.	Doing dishes, laundry and cooking are girls jobs.	_____	_____
19.	Mowing the lawn and taking out the trash are boys jobs.	_____	_____
20.	The "bionic man" is stronger than the "bionic women".	_____	_____

An inservice activity for
Administrators, Teachers, Counselors, and Media Specialists

SEX EQUITY:
CHANGING TIMES, CHANGING ROLES

Sponsored jointly by the Broward County Commission
on the Status of Women
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Keynote Address by Dr. Donald McKenzie,
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- Media and Materials for Teachers
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Inservice Component No. 7012120 B

Please register at school/department worksite with your Inservice Facilitator or other designated person responsible for entering workshop registrations into the Northern Telecom computer system.

Apply TODAY to your principal for a TDA to attend this workshop!!

APPENDIX F

NONTRADITIONAL CAREER OPPORTUNITIES/SEX EQUITY ADVISORY COMMITTEE

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APPENDIX G

BROWARD
• VOCATIONAL • TECHNICAL • ADULT •
EDUCATION

AGENDA

SEX EQUITY ADVISORY COMMITTEE MEETING

Wednesday, January 28, 1987

VTAE Cafeteria
701 South Andrews Avenue
Fort Lauderdale, Florida 33316

I. Introductions

II. Sex Equity Background

III. Present Sex Equity Activities/Display

IV. Update on Pompano Multi-Purpose Center

V. Selection of Advisory Chairperson

VI. Issues

VII. Mission Statement

VIII. Future Meetings

IX. Adjournment

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BROWARD
VOCATIONAL • TECHNICAL • ADULT
EDUCATION

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
VOCATIONAL, TECHNICAL, AND ADULT EDUCATION
SEX EQUITY/NONTRADITIONAL VOCATIONAL EDUCATION
ADVISORY COMMITTEE MINUTES
January 28, 1987

Members Present	Place of Employment
Kenneth Almond	Job Service of Florida
Beverly Duncan	Franklin Educational Services
Kathy Harris	Broward County Government Center
John Jacob	Florida Power and Light Company
Robert Novak	Gold Coast Chemical Corporation
Janet Oppenheimer	Janet Oppenheimer Associates
Carol Ortman	Broward County Court System
Paul Regensdorf	Fleming, O'Bryan, and Fleming
Joyce Heron (Ad Hoc)	Vocational, Technical, & Adult Ed.
Annette Zylinski (Ad Hoc)	Vocational, Technical, & Adult Ed.
Russell Wagner (Ad Hoc)	Vocational, Technical, & Adult Ed.

Members Absent	Place of Employment
Linda Schnitzius	Utopic Enterprises, Inc.
Carol Taylor	Hill-York, Inc.

I. Call to Order/Introductions

The meeting was called to order at 4:00 P.M. by Annette Zylinski, Curriculum Supervisor, Vocational Education Special Needs. Each member of the committee was introduced to the group.

II. Sex Equity Background

Annette Zylinski gave an overview of the goals and objectives of the Sex Equity Program. It was stated that the program is federally funded and must adhere to stringent guidelines, as mandated by both the Federal and State Departments of Education. A brief explanation of the Carl Perkins Act was given along with how the act is applied to the Sex Equity Program.

III. Sex Equity Activities and Displays

A description of the activities and media aids used in the program was given by Russell Wagner. The video cassette B.O.Y.S. was shown and various posters and brochures were displayed. Beverly Duncan and Kathy Harris suggested that the effectiveness of the video could be improved by the following:

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1. Include pictures of all the vocational centers.
2. Include more young people.
3. Include more minorities.
4. Enlarge the size of the graphs.

The suggestions were well-received by the committee.

IV. Update on Multi-Purpose Center

An update on the status of the Pompano Multi-Purpose Center and an overview of the Displaced Homemaker/Single Parent Program were given by Joyce Heron. Some discussion centered around a program name change due to the unpleasant connotation associated with "displaced homemaker". Mr. Novak expressed interest in the number of potential participants and Beverly Duncan replied that there are twenty thousand to twenty-one thousand single parents in the county. A suggestion was made by Carol Ortman that literature describing the program be readily available in high pedestrian traffic areas.

V. Selection of Advisory Chairperson

Janet Oppenheimer was unanimously elected to serve as chairperson for the advisory group.

VI. Issues

There was discussion on the probability, possibility, and availability of certain jobs for program completers. Carol Ortman noted that the excess of qualified court reporters has diminished the job potential for that area.

Additional concern was expressed over sex equity terminology and how it could be applied to certain vocational areas. Kathy Harris commented on the marketing aspects of the sex equity plan and a few questions were raised as to the extent of parental involvement, either favorable or unfavorable. Beverly Duncan agreed to review for the committee the sex equity portion of the Dallas Conference.

VII. Mission Statement

The following mission statement was developed to be used as the major goal of the committee and to be used to further expand committee goals and objectives.

VII. Mission Statement (Continued)

"Increase awareness and involvement through a pro-active approach which will elevate alternatives in vocational education."

VIII. Future Meetings

It was decided that this group meet at least three more times before the end of the current school year. The next meeting is scheduled for March 2, 1987 at 3:30 P.M. and will be held at McFatter Vocational-Technical Center. A one-half hour tour will preceed the meeting. Maps to McFatter Vocational-Technical Center will be mailed to each member.

IX. Adjournment

The meeting was adjourned at 5:40 P.M.

js
cc: Meredith McCleary
Winnie Dickinson
Nicholas Fischer
Area Superintendents

VOCATIONAL FUNDAMENTALS/ GENERAL HIGH SCHOOLS — COURSE TITLE		Boyd Anderson	Coconut Creek	Cooper City	Coral Springs	Deerfield Beach	Dillard	Ely	Fort Lauderdale	Hallandale	Hollywood Hills	McArthur	Miramar	Northeast	Nova	Piper	Plantation	South Broward	South Plantation	Stranahan	Taravella	Western	TOTAL Pg. 20
LIFE MANAGE-	F	10	179		100	102	24	148	28		156	26	116	117	133	17	162	67		2	163	61	1611
MENT SKILLS	M	7	184		51	117	7	138	31		165	7	62	159	137	12	135	12		0	72	48	1344
FUNDAMENTALS	F	30	20	11		42	43	21	22		30											33	252
HEALTH OCC.	M	6	6	4		21	14	8	4		12											16	75
FUNDAMENTALS	F	4	0	3			10		16	3		18	6			1	9			37			107
AGRI OCC.	M	14	16	15			61		30	9		33	39			36	18			16			287
FUNDAMENTAL	F	9	18	15	5	13	25	53	4	5	34	16	18	7	22	3	9	3	6	0	18	12	285
DRAFTING	M	56	126	71	123	84	1	73	50	14	141	76	101	68	112	47	84	13	57	7	110	84	1493
FUNDAMENTAL	F	0	0	0	0	3	6	0	2		13		1	4	0	1	5		2	0	0	6	43
ELECT.	M	17	3	44	60	94	74	1	44		102		104	121	25	94	103		53	10	1	98	1048
FUNDAMENTALS	F	18	33	33	38	32	19	10	44	36	46	41	41	51	78	17	50		45	16	14	40	702
GRAPHIC ARTS	M	41	81	73	68	118	30	19	84	45	65	84	89	75	51	66	11		98	58	78	82	1326
FUNDAMENTALS	F	0			1			2	3	3		7	3	0			3	0		1		0	23
POWER MECH.	M	72			40			52	45	44		79	64	10			78	24		34		25	617
FUNDAMENTALS	F	3	4	2	2	5	37	4	2		3	18	32	2	28	2	11	24		1	1		180
INDUSTRIAL MAT	M	46	104	109	101	65	106	67	24		38	107	95	49	89	42	100	136		38	91		1407
FUNDAMENTALS	F	79	214	144	37	139	163	84	57	13	80	41	134	91	29	67		101	118	170	68	111	1796
B & O OCC.	M	21	107	51	15	64	49	18	29	7	30	9	61	26	11	33		21	56	66	27	34	735
GENERAL	F				1	0					0	8			0	0		21		8			17
DRAFTING	M				24	5					8	10			10	1				53			111
DIVERSIFIED	F	24	52	32	84		20	26	26	53	27	75	34	29			17			19		31	549
COOP. TRAINING	M	31	26	29	28		27	16	7	60	23	124	43	31			13			20		39	517
	F	17	23				10	0		25	11		20							24			130
WORK EXPER.	M	32	21				27	1		39	24		45							46			235
FUNDAMENTALS	F					5		20				13		23									61
MARKETING	M					1		9				11		22									43
FUNDAMENTALS	F						0		1							0						1	2
CONSTRUCTION	M						61		33							62						15	109
FAMILY LIVING	F						31	14				41	1		28			44					159
PRODUCTION	M						10	5				5	0		5			11					36
CHILD CARE &	F		210	63			68	70			157	35	1	19	6	36	110	10	5	48			857
GUIDANCE SERV	M		12	2			2	1			21	6	0	0	0	0	3	0	0	41			88
FOOD PRODUCT.	F	13			50	59		45	20	7	0		0					0	98	27	41	60	420
SERVICES	M	8			34	58		72	10	3	3		1					1	56	10	26	40	322

VOCATIONAL JOB PREPARATION / HIGH SCHOOLS / COURSE TITLE		Boyd Anderson	Coconut Creek	Cooper City	Coral Springs	Deerfield Beach	Dillard	Ely	Fort Lauderdale	Hallandale	Hollywood Hills	McArthur	Miramar	Northeast	Nova	Piper	Plantation	South Broward	South Plantation	Stranahan	Taravella	Western	TOTAL
	F		0					0										0			0		0
UPHOLSTERY	M		7					1										1			1		10
	F	0						0										0					0
UPHOLSTERY B	M	4						1										1					6
ORNAMENTAL	F				3	1	0			0	2	36	27		0					8		3	80
HORTICULTURE	M				13	8	5			15	20	51	43		9					49		8	221
FASHION	F	96	7	33	34	93		20			38	28	71			43	53	39			55	92	702
MARKETING	M	9	0	2	1	26		4			6	7	1			2	2	0			0	7	67
	F	49	45	43	62		55	23	31		20	27	39	40	29	43	56	10	23	36	25	23	679
BOOKKEEPING	M	30	33	31	64		13	9	12		15	27	25	40	23	26	37	2	16	8	37	16	464
	F		35	64	89	79	83		27						34				32	37	19		499
PR HMK SKL	M		24	28	57	13	44		4						21				28	17	9		245
	F				98											42	37					1	178
FAM LIV PRAC	M				20											9	20					0	49
CLOTHING AND	F	1	75		46							26	29				76		31		93		377
TEXTILES	M	0	11		2							6	1				15		0		3		38
FOOD AND	F	113	81		117			18			12	89	98			82		82				67	759
NUTRITION	M	103	71		24			10			17	17	25			41		28				21	357
CLOTHING	F					32				37	2				2								73
PROD SERVICES	M					2				2	0				0								4
WORD PROCESS	F		7					7			0		24										38
MACHINE TRAIN	M		1					0			26		2										29
CRIMINAL	F		0											5									5
JUSTICE ASST.	M		1											9									10
BASIC COMMER.	F	0	7	0	2		18	0					0	0	1		3	1	0		3	3	38
FOODS	M	1	5	3	3		18	3					1	3	1		0	0	3		0	0	41
	F		7		11						0	12		4		0	1	22			1	1	60
COSMET. B I	M		0		0						1	0		0		2	0	10			0	0	13

VOCATIONAL JOB PREPARATION HIGH SCHOOLS COURSE TITLE		Boyd Anderson	Coconut Creek	Cooper City	Coral Springs	Deerfield Beach	Dillard	Ely	Fort Lauderdale	Hallandale	Hollywood Hills	McArthur	Miramar	Northeast	Nova	Piper	Plantation	South Broward	South Plantation	Stranahan	Taravella	Western	TOTAL Pg. 22
RESIDENTIAL	F		0		0			0						0		0	0						0
ELECT. WIRING	M		7		2			1						1		1	3						15
	F	91	83	78	33	83	106	64	68	59	51	40	121	96	30	68	202	54	111	38	91	87	1656
CLERK TYPIST	M	13	7	9	7	14	5	23	15	3	13	3	17	26		12	85	18	16	4	10	5	305
COMPUTER	F	38	102	65	56	27	82	29	25	14	28	25		97	19	61	33	55	9	14	91	36	906
PROG. TRAINEE	M	20	60	22	41	8	27	13	8	1	27	2		59	22	53	22	12	8	3	44	30	482
JUNIOR	F	27	23	13	12		24					20			6	7	14		20		15		181
SECRETARY	M	3	3	1	0		2					2			0	1	2		1		0		15
PRIVATE BUS.	F		65		130	40	14	10		60	99	31	8	23	17		67		16		123	23	726
SKILLS	M		56		126	52	9	0		55	83	44	8	68	23		92		18		76	26	736
BASIC AIR	F		0		0		0					0	0	0					0			0	0
CONDITIONING	M		3		3		30					2	1	4					1			1	45
BASIC AUTO	F		0	0	0	0	0	0				0		0		0	1		0		0		1
BODY	M		11	25	3	4	6	1				3		1		1	25		2		2		84
BASIC AUTO	F	0	1		0	0	1	0	1	0		0	1	0	0	2	0	24	10	0	0	0	40
MECHANIC	M	20	25		37	2	47	20	32	21		26	44	15	4	52	9	108	46	40	3	3	554
	F		0		0			0								0					0		0
BRICK BLK	M		1		4			1								1					1		8
RESIDENTIAL	F	0	0		0	0										0					0		0
CARPENTRY	M	1	5		2	2										1					2		13
BASIC	F												0		0		2		0		0	0	2
MARINE MECH.	M												3		5		17		3		45	4	77
RESIDENTIAL	F		0		0	0										0					0		0
PLUMBING	M		1		6	2										1					1		11
	F	5		1	0	3	3					1	0	2	2		6	0	2			0	23
PRINTING	M	12		8	17	11	14					6	1	3	4		7	24	5			1	103
	F		0		0	0					0			2	0		0	0	0			0	2
BASIC WELDING	M		5		3	5					3	0		10	3		1	29	4			2	65

VOCATIONAL JOB PREPARATION / HIGH SCHOOLS / COURSE TITLE		Boyd Anderson	Coconut Creek	Cooper City	Coral Springs	Deerfield Beach	Dillard	Ely	Fort Lauderdale	Hallandale	Hollywood Hills	McArthur	Miramar	Northeast	Nova	Piper	Plantation	South Broward	South Plantation	Stranahan	Taravella	Western	TOTAL
	F			21	1	20	79	30	35		43	1			17	20		23		21			311
HS & HM FURN.	M			1	0	2	5	2	0		18				1	0		2		0			31
BASIC PRECI-	F		0	0	0										0							0	0
SION MACHINERY	M		2	1	7										1							1	12
	F		163	65		19	17	24	23		49	110	90		64			27	155	35	65	80	986
FAMILY ECON.	M		76	20		5	8	5	4		9	12	31		25			1	92	9	16	26	339
	F												0		4				1				5
BASIC PHOTO	M												1		0				1				2
	F				18		19														49	17	103
HM FM MGT.	M				5		5														6	7	23
	F			68		40		67	116	89						90	84	1		20		64	639
CHILD DEVELOP	M			20		8		24	26	11						17	12	0		8		19	145
	F				0				0		0	0		0		0		2		0			2
BASIC CAB. MAK	M				28				19		2	4		7		8		2		1			71
	F	0	1		0		2					9		0	0	0	0	2		29	1	2	46
BASIC COMM ART	M	1	0		24		2					10		3	1	1	2	2		49	1	0	156
	F												29			29							58
CHECKER CASH.	M												8			9							17
BASIC	F	1																					1
GASOLINE ENG.	M	23																					23
BASIC	F			0															0	0			0
BOAT BUILDING	M			3															4	3			10
	F		0	0							0				0		0		0			0	0
DIESEL MACH.	M		1	1							1				3		1		1			4	13
HEALTH	F	18	0	12	20	16	15	12	10		4	23	11			20	11	8	7	66	24	17	294
SERVICE OCC.	M	0	13	1	7	3	0	2	1		3	28	6			0	1	7	1	19	2	1	95
MARKETING &	F	31	26	20	43	29	71	28	14	50	31	27	133	28		75	20	17	39	21	40	14	757
DISTRIBUTION	M	14	25	15	20	28	69	51	14	48	45	29	33	12		39	10	10	22	13	47	1	535